SEMINAR IN SCHOOL PSYCHOLOGY
Research Techniques
Educational Psychology 948
University of Wisconsin – Madison
Spring 2008

Day/Time: Wednesdays, 9:00 a.m. – 12:00 p.m.
Location: 331 Educational Sciences Bldg.

Professor: Craig A. Albers, Ph.D.
Office: 316E Educational Sciences Bldg.
Phone: 262-4586
Email: caalbers@wisc.edu
Office Hours: By appointment

Course Description:
This research seminar is designed to assist in the development of applied and clinical research competencies in school psychology. The course is intended to enhance your research-related writing and speaking skills; assist students in evaluating, conducting, and publishing research; and ultimately, facilitate the development of a thesis topic and proposal. The course is student centered and will consist of lectures, discussions, activities, presentations, and performance tasks. Consequently, students are expected to be active participants in all phases of the seminar.

Considering the variations in each of our backgrounds and experiences, topics may be added, deleted, or expanded upon as appropriate. You are encouraged to provide feedback to me on a consistent basis regarding the progress of the course.

Knowledge and skills obtained in this course will contribute to the development of outcome competencies in each of the following domains:

Domain #1: Research and Evaluation
A. Demonstrate knowledge and application of various (1) research methods, (2) research designs, and (3) statistical procedures used in clinical, applied, and empirical investigations.
B. Conceptualize research questions or issues, and design and conduct research to address research questions.
C. Design a plan for evaluating the effectiveness of psychological services provided in schools or applied settings.
D. Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.

Domain #2: Professional Issues and Human Relations
C. Demonstrate command of effective communication and interpersonal skills when interacting with children, families, educators, colleagues, and other professionals.

Domain #3: Assessment
B. Demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.

Academic Misconduct and Plagiarism
As indicated in the University of Wisconsin System administrative code, "The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions."
You should become familiar with the rules of academic misconduct, and you should ask me if you are unsure what behaviors constitute academic misconduct in a specific class or assignment. For further information, please see http://www.wisc.edu/students/acad_misconduct_guide.htm, and especially see http://www.wisc.edu студентs/conduct01.htm

**Attendance Policy:**
Students are expected to attend all classes and participate in discussions and to share viewpoints. If you will miss a class, please notify me and make arrangements to obtain the necessary materials.

**Rules for Incomplete Performance:**
Incompletes will be issued consistent with University policy.

**Discrimination and Harassment Procedures:**
All students are entitled to personal respect and equal access. If you are experiencing discrimination or harassment, please contact the professor, program chairperson, or the Dean of Students.

**Accommodation Procedures:**
Please notify me of needed accommodations in the curriculum, instruction, or evaluation. Contact the McBurney Center at 263-2741 if you have further questions regarding campus policies and services for persons with disabilities.

**Religious Observation:**
If you will be absent from class for a religious holiday or observation, please notify me. I will make all necessary arrangements to accommodate your request.

**Requirements and Grading**

- **Class participation (15%; 75 points)**
  Students are expected to complete all readings and be prepared to ask questions and participate in discussions relating to the topics. The class schedule/readings may change as the needs of students dictate. Supplemental classroom activities and additional topics will be covered as time allows.

- **Completion of the UW-Madison IRB Training (5%; 25 points)**
  If you have not already done so, complete the UW-Madison IRB training requirements and provide me with a copy of your certificate indicating you have completed the training. Information regarding the IRB process can be located at the following website: https://my.gradsch.wisc.edu/citi/index.php. DUE FEBRUARY 20.

- **Quizzes on APA Style (10%; 50 points)**
  You must know APA style as it is required by most publication outlets in the social sciences and is also required for production of your school psychology thesis and dissertation. You will be required to take two quizzes (Closed book quiz on FEB 27th; Open book quiz on APRIL 2nd). Although I have removed this requirement, I reserve the right to reinstate the quizzes if proposals contain consistent APA format mistakes!

- **Development of a Research Proposal (60%; 320 points)**
  The development of a research proposal will consist of a series of stages and assignments. Ideally, the development of this proposal will eventually lead to a thesis proposal; however, it is not a requirement that this research proposal be linked to your thesis proposal. If your goal is to link this proposal with your thesis proposal, I strongly encourage you to discuss your ideas and potential research proposals with your major professor/advisor. The assignments leading to your research proposal will consist of the following:
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<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
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<tr>
<td>1. Develop list of 3 potential research topics that you are interested in. This list will need to be handed in.</td>
<td>January 30, 2008</td>
<td>5</td>
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<tr>
<td>2. Explore potential research ideas listed in #1 above and write 2-3 paragraphs (or more) on each potential idea.</td>
<td>February 13, 2008</td>
<td>10</td>
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<td>3. Narrow topics from #1 and #2 above and develop a “gap” paper identifying where additional research relating to your topic is needed (only develop a “gap” paper for one of your topics).</td>
<td>February 29, 2008</td>
<td>15</td>
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<td>4. Conduct and write a literature review relating to your gap statement. This literature review will serve as your introduction and should be between 10-20 pages for this assignment.</td>
<td>March 12, 2008</td>
<td>35</td>
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<td>5. Methods section.</td>
<td>March 26, 2008</td>
<td>20</td>
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<td>6. Revisions to your literature review.</td>
<td>April 2, 2008</td>
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<td>7. Revisions to your methods section.</td>
<td>April 9, 2008</td>
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<td>8. Results section.</td>
<td>April 16, 2008</td>
<td>15</td>
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<td>10. Completed proposal which will be provided to one of your classmates who will provide a constructive and critical review of your proposal.</td>
<td>April 23, 2008</td>
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<td>11. Written review of classmate’s proposal.</td>
<td>April 30, 2008</td>
<td>50</td>
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<td>12. Revisions to research proposal (final proposal due).</td>
<td>May 14, 2008</td>
<td>100</td>
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<td>13. Completed IRB application materials.</td>
<td>May 14, 2008</td>
<td>10</td>
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<td>TOTAL</td>
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<td>300</td>
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**Preparation of Conference Proposal (10%; 50 points)**

Presenting at national and regional conferences is a significant professional responsibility and a method of exposing others to your research. To assist you in preparing for this professional activity, you will prepare a conference proposal consisted with your research proposal. I will provide you with the necessary proposal guidelines and “Call for Proposals”. **DUE MAY 14, 2008.**

**Grading**

Grades will be determined as follows:

- 100% - 90% A
- 89% - 85% AB
- 84% - 75% B
- 74% - 79% BC
- 69% - 60% C
Required Textbook/materials
All books will be available at the Underground Textbook Exchange, 664 State Street.


Optional Textbook (and highly recommended for anyone considering a possible career in academia!)

Required Journal Articles
Copies of assigned journal articles will be made available on a reserve basis so that you may make one copy for your own use.

I will provide additional instructions in class relating to obtaining the articles electronically.

Supplemental readings are also listed and available for your review. Although these readings are not required readings for the purposes of this course, it is highly recommended that you read them to further your understanding of the topics.

READING AND LECTURE SCHEDULE

**WEEK 1**
**Jan. 23:** Course overview
No assigned readings

**WEEK 2**
**Jan. 30:** Introduction to research in school psychology; Selecting a research topic; APA publication style
* List of 3 potential research topics due


Cone & Foster (2005). Chapters 1, 2, 3, & 4; Appendix A

Shadish, Cook, & Campbell (2002). Chapter 1


Supplemental
Shadish, Cook, & Campbell (2002). Chapter 9


WEEK 3
Feb. 6: NO CLASS – NASP CONFERENCE, NEW ORLEANS, LA

WEEK 4
Feb. 13: Technical writing: Conducting a literature review
*2-3 paragraph summary of potential research ideas due

Cone & Foster (2005). Chapters 6 & 7


WEEK 5
Feb. 20: Research design and validity
*IRB Training Due
GUEST SPEAKER: Maribeth Gettinger, PhD
- Additional readings will be assigned and provided to you

Shadish, Cook, & Campbell (2002). Chapters 2 & 3


Supplemental


**WEEK 6**  
**Feb. 27:** Quasi-experimental design CLASS CANCELLED – TOPIC WILL BE COVERED IN FUTURE CLASS MEETINGS  
* Closed book quiz on APA style  
* “Gap” paper due (Feb. 29)

Shadish, Cook, & Campbell (2002). Chapters 4, 5, 6, 7, & 8

**WEEK 7**  
**Mar. 5:**  
**The publication process; Grant writing** CLASS RESCHEDULED TO FRIDAY, MARCH 7 FROM 9:00-12:00  
**GUEST SPEAKER:** Tom Kratochwill, PhD JAY FRUEHLING – UPDATE ON LIT SEARCH PROCESSES  
----- Additional readings will be assigned and provided to you


**WEEK 8**  
**Research design and methods; Basic measurement issues**  
* Literature review due  
**GUEST SPEAKER:** David Kaplan, PhD  
- Additional readings will be assigned and provided to you

Cone & Foster (2005). Chapters 8, 9, 10, & 11


WEEK 9: NO CLASS – SPRING BREAK
March 19:

WEEK 10: Research designs
March 26: * Methods section due

WEEK 11: Single-subject research designs
April 2: GUEST SPEAKER: Jennifer Asmus, PhD
- Additional readings will be assigned and provided to you
  - Open book quiz on APA style
  - Revisions to literature review due

WEEK 12
April 9: Results and discussion sections; Manuscript review
  * Revisions to methods section due
  Cone & Foster (2005). Chapters 12 & 13
  Shadish, Cook, & Campbell (2002). Chapter 10

WEEK 13: Guided practice with SPSS; Statistical issues CLASS RESCHEDULED TO FRIDAY, APRIL 18 FROM 9:00-12:00
April 16: * Results section due

WEEK 14
April 23: Conference presentations; Grant writing; Book proposals; Miscellaneous topics
  * Discussion section due
  * Completed proposal due to submit to classmate for review
  Cone & Foster (2005). Chapters 14 & 15

WEEK 15
April 30: Proposal presentations
  * Written review of classmate’s proposal due

WEEK 16
May 7: Proposal presentations

May 14: FINAL PROPOSAL DUE
COMPLETED IRB MATERIALS DUE
CONFERENCE PROPOSALS DUE
APPENDICES

Additional Resource Materials
Appendix A
Resources on Case Studies


Appendix B
Resources on Single-Participant Research


Appendix C  
Resources on Program Evaluation


Appendix D
Resources for Conducting a Literature Review


Appendix E
Resources on Experimental Research Design


Appendix F
Resources on Technical Writing

